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ABSTRACT

Designed for community college instructors, this guidebook offers step-by-step instructions on the construction of clear-cut, well-defined, meaningful course or program outlines for students. Following a brief preface, which underscores the importance of a well-constructed outline, the first section reviews the following key components: (1) the name of the course or program and the sponsoring college or institution; (2) the instructor's name; (3) the location of the instructor's office; (4) the instructor's office hours; (5) the instructor's college and/or home telephone numbers; (6) a brief course or program description; (7) a description of the instructional procedures (e.g., lectures, discussions, role-playing, field trips) to be employed; (8) the textbooks and/or assigned readings and their sources; (9) the procedures for evaluating students' performance, including the relative worth of each assignment toward the final course or program grade ; (10) the content outline, explaining in detail the material to be covered during the course or program; and (11) the objectives, specifying the concrete knowledge and skills the instructor expects the student to acquire through the course or program. Appendix A provides a six-page sample course outline for "Psychology 102," and appendix B offers a detailed outline of policies and procedures related to the grading and evaluation of student performance, and a self-paced learning module, directing the instructor to consider course rationale, elaborations, learning activities, performance assessment, and resources when developing outlines. (JMC)

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Centre for Improved Teaching

Writing Course Or Program Outlines

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Duane Rubadeau
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March 1983

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THE COLLEGE OF NEW CALEDONIA

JC910273

WRITING COURSE OR PROGRAM OUTLINES

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Kelowna, British Columbia

March 1983

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PREFACE

The orientation that we are taking in Writing Course or Program Outlines, is to assume that you are a good instructor and are sincerely interested in the welfare of your students. As a result, you are interested in all types of procedures that might enhance your instructional capabilities.

A very common disaster for many instructors, is that they begin a course or program with one foot in the academic grave and the other on a roller-skate. This phenomenon generally occurs on the first class meeting when the instructor hands out a very poor outline. The problem produced by the poor outline may never be perceived by the instructor, but the results can be disastrous. The problem for the instructor, whether he/she is aware of it or not, is in the feelings of lack of direction and organization created in the students. First, it will produce a great deal of insecurity for the student - not knowing what is expected of him/her. Out of the insecurity will evolve initially anxiety, then frustration and hostility, and finally on into apathy or "who gives a damn" attitudes. From this point it is relatively easy to see a "vicious cycle" develop. Initially, the students perceive you as uncaring, so why should they bother to show up for class. Then the word gets around that you are a "lousy" instructor, so no one wants to sign up for your course or program. With a low or zero enrollment in your course or program, you find yourself teaching in beautiful downtown Leo Creek, commuting every third day.

The purpose of Writing Course or Program Outlines is to assist you in the process of putting together a clear-cut, well-defined, meaningful course outline that tells your students where you are going, but more importantly, tells the students exactly what is expected from them.

We thank Lillian Thom for her always excellent work on the word processor and reorganizing the manuscript and Diane Jacobs for her outstanding work on the cover design and layout.

March 1983

Duane Rubadeau

Ron Rubadeau

CONTENTS

	PAGE
WRITING COURSE OR PROGRAM OUTLINES	1
NAME OF THE COURSE OR PROGRAM AND INSTITUTION	1
YOUR NAME	1
OFFICE	1
OFFICE HOURS	2
TELEPHONE NUMBERS	2
COURSE OR PROGRAM DESCRIPTION	2
INSTRUCTIONAL PROCEDURES	2
TEXT(S)	2
STUDENT EVALUATION	3
CONTENT OUTLINE	4
OBJECTIVES	5
APPENDIX A	7
APPENDIX B	14

WRITING COURSE OR PROGRAM OUTLINES

On your first meeting with your class, you want to make the students feel comfortable and give them the feeling that they are an integral part of the teaching-learning process. This can be accomplished very easily by putting together a well-organized course or program outline and then verbally expanding on the outline as you go along.

Your course or program outline should include at least the following components:

1. NAME OF THE COURSE OR PROGRAM AND INSTITUTION:

   Here, you provide the course or program title as well as indicating the College or sponsoring organization. People who are in the wrong room may be excused to go and find where they should be.

2. YOUR NAME:

   Here, you have the opportunity to tell the class about your education, teaching, research, or work experiences, any publications you have produced, and special areas of interest. You might also point out your specialty areas within your particular field.

3. OFFICE:

   In many cases, you may have to provide more information than just the office number. This is especially true if your office is located in some obscure place, such as behind the boilers in the heating plant. You may have to draw a map or take the troops on a guided tour in order for them to find your office.

4. OFFICE HOURS:

   State the office hours you have set up and be available at those times.

5. TELEPHONE NUMBERS:

   Provide your college phone number as there will always be some students who are not able to meet you during your regular office hours. You may also want to provide your home phone number. Generally, students do not abuse the use of the phone numbers and only call regarding emergencies.

6. COURSE OR PROGRAM DESCRIPTION:

   Generally, the course description is taken from the college calendar. Here, you provide the students with a brief coverage of the main topics that will be dealt with during the course or program.

7. INSTRUCTIONAL PROCEDURES:

   In this section of the outline you are describing the procedures you will be utilizing in the teaching-learning process. For example, you may operate primarily with lectures, discussions, combination lecture-discussions, demonstrations, seminars, field trips, role-playing, video and/or audio recording, and so forth. This explanation of your orientation and teaching approach lets the student know what to expect from you in the way of an instructional style.

8. TEXT(S):

   You should provide the name of the author(s), the title, edition, the publisher and the date of publication.

** While all components of the outline are important, the following three components are crucial to the student. If you have not provided this information for your students, they have every right to complain loud and long, as the teaching learning process is not a guessing game any longer!!

9. STUDENT EVALUATION:

In this portion of the outline, you explain to the students the exact basis for grading that you will be using to evaluate their performance. This will include the number and types of tests, papers, presentations or projects and how much each contributes to the final course or program grade.

Common evaluation systems are the Norm-Referenced approach (where a student's performance is compared to the performance of other students), the Criterion-Referenced approach (where the students have to achieve some pre-set objectives in order to be able to continue advancing in the course or program), or some variation of these approaches.

The problem with the Criterion-Referenced approach is that the instructor has to provide the students with the objectives for attaining the criteria. Development of objectives calls for some rather serious effort on the instructor's part. See Rubadeau & Garrett's - A Short Guide to the Writing of Instructional Objectives for the procedure involved.

For some instructors, the writing of objectives for a Criterion-Referenced assessment may be viewed as unrealistic, unnecessary or just too much work, so they continue to utilize

the good old Normal Curve for evaluating student performance. With the normal curve, a certain percentage of the students receive A's and B's, while a similar percentage receive P's and F's. The problem with the curve approach to evaluation is that when you have a really good class and apply the curve, many students who would or should receive C or better grades are going to be locked into the P and F range. On the other end of the continuum, you may have a very poor class, yet a number of students will receive A's and B's even though they may not really know the material. You also have to keep in mind the College or Institution grading policies (Appendix B).

10. CONTENT OUTLINE:

There are two common orientations in putting together the content outline: by time blocks and by examinations.

The time block approach describes the topics that will be covered for each class meeting during the course or program. The main difficulty with the time block procedure is that you may find yourself running out of time due to lively discussions and not getting around to covering all of the material.

The examination approach to developing a content outline is based on the material covered in class plus the assigned readings for that material. This allows the student to know where you are in class in relation to the material to be covered in the examination. This approach allows for greater flexibility in terms of time. (See Appendix A for an example of the examination approach to a content outline.)

11. OBJECTIVES:

This is where the bull-ticky stops and you tell your students exactly what they are expected to be able to do as a result of exposure to your course or program. Telling your students that old "crock" that they should know everything just doesn't wash any more, as they can nail you to the wall unless you lie a lot - you will have to admit you don't know everything either. Hence, why not tell your students very specifically what you expect them to be able to do, then evaluate them on those factors, rather than some peripheral material that you thought would be really great to evaluate. (See Appendix A.)

In summary, the following components should be included in any course or program outline:

1. The name of the course or program and the sponsoring college or organization.
2. Your name.
3. Your office and where it is located.
4. Your office hours.
5. Your college or organization telephone number as well as your home number.
6. A brief course or program description.
7. Instructional Procedures that you will be using to present or work with the course or program materials.
8. The textbooks and/or assigned readings and their sources.

9. The evaluation procedures you intend to use and the relative worth of each of these toward the final course or program grade.
10. The content outline which explains in detail the material to be covered during the course or program.
11. The objectives which specify what the student is expected to do as a result of exposure to the course or program.

APPENDIX A

PSYCHOLOGY 102

INTRODUCTORY PSYCHOLOGY

Office:
Hours:
Name:_____ Phone:

I. COURSE DESCRIPTION:

A continuation of Psychology 101. Topics include motivation, emotion, intelligence testing: Personality theories, personality assessment, mental health, behaviour disorders, attitudes, opinions interest, and social psychology.

II. INSTRUCTIONAL PROCEDURES:

Lectures, discussions, demonstrations, or other procedures.

III. TEXT:

Smith, Sarason & Sarason - Psychology: The Frontiers of Behaviour, 2nd Ed.

IV. STUDENT EVALUATION:

"C" Grade: Pass 5 examinations at the "C" level.

"B" Grade: Pass 5 examinations at the "B" level.

"A" Grade: Pass 5 examinations at the "A" level.

Examinations are scored on the following point basis:

A = 85 pts. or more
B+ = 80 - 84 pts.
B = 75 - 79 pts.
C+ = 70 - 74 pts.
C = 60 - 69 pts.
P = 50 - 59 pts.
F = Less than 50 pts.

Each of the five examinations is worth 20% of the total course grade.

V. COURSE OUTLINE:

A. EXAM 1: (The numbers after the terms refer to the objectives to be attained on page 4.)

1. Motivation:

a) The Concept of Motive - #1
b) Arousal - #2
c) Primary Motivation - #3, 4, 5 & 6
d) Secondary Motivation - #7

2. Social Motivation:

a) Approaches to - #7 & 8
b) Biologically Based Social Motivation - #9
c) Assessment of Social Motivation - #10
d) Learned Social Motives - #10 & 11

3. Emotion:

a) The Concept of Emotion - #12
b) The Physiology of Emotion - #13
c) Emotion and Motivation - #14
d) Cognitive Aspects of Emotion - #14
e) Emotional Behaviour - #15
f) Emotional Communication - #15
g) Emotional Development - #15

Lecture notes plus S. S. & S. Chapter 8.

B. EXAM 2: (The numbers after the terms refer to the objectives to be attained on page 5.)

1. Theories of Personality:

a) Definitions - #1
b) Trait Theories - #2
c) Psychodynamic Theories - #2 & 3
d) Behaviouristic Theories - #2
e) Phenomenological and Other Theories - #2
f) Conflict and Adjustment - #6, 7, 8 & 9

2. Personality Assessment:

a) Inventories of Self-Description - #4
b) Multifactor Batteries - #4
c) Projective Techniques - #5

3. Classification of Behaviour Disorders:

a) Diagnostic & Statistical Manual II (DSM III) - #10
(1) Axis I: Clinical Psychiatric Disorders - #11

(2) Axis II: Personality Disorders - #11
b) Therapy Systems - #12 & 13

Lecture notes plus S. S. & S. Chapters 13-16.

C. EXAM 3: (The numbers after the terms refer to the objectives to be attained on page 5.)

1. Child Development and Behaviour - #1

2. Piaget's Theory of Intellectual Development - #2, 3 & 4

3. Measurement of Individual Differences:

a) Psychological Measurement - #5
b) Measurement Scales - #5
c) Psychological Testing - #5
d) Common Attributes of Psychological Tests - #5

4. The Measurement of Intelligence:

a) The Concept of Intelligence - #6
b) The Binet Scales - #6
c) The Stanford-Binet Intelligence Scale - #6
d) Wechsler Scales - WISC and WAIS - #7
e) Groups Tests of Intelligence - #7

5. Theories of Intelligence:

a) General Theory - #8
b) Factor Theory - #8
c) Three-Dimensional Theory - #8

6. The Meaning of Intelligence Test Scores:

a) Constancy of - #9
b) Individual Differences in Performance - #9
c) Factors Affecting I.Q. Scores - #9

Lecture notes plus S. S. & S. Chapters 10, 11 & 12.

D. EXAM 4: (The numbers after the terms refer to the objectives to be attained on page 6.)

1. Attitudes, Opinions, and Interests:

a) Developing False Attitudes and Beliefs - #1 & 2
b) Types of False Beliefs and Attitudes - #1 & 2
c) Opinion Polls - #1 & 2
d) Principles of Polling - #1 & 2
e) Interest Inventories - #1 & 2

2. The Social Matrix of Individual Behaviour:

   a) The Individual and Other People - #3 & 4
   b) The Self and The Group - #3 & 4
   c) Masculinity & Feminity - #5
   d) Social Shaping of the Personality - #6

3. Group Processes:

   a) Types of Groups- #7
   b) Factors Related to Group Effectiveness - #7
   c) Leadership - #8

Lecture notes plus S. S. & S. Chapters 17, 18 & 19.

E. EXAM 5:

1. Comprehensive Exam Covering Work for the Entire Semester.

Lecture notes and S. S. & S. Chapters 8, 10-19.

VI. Objectives for Psychology 102:

The objectives are organized by the examination format used in the course outline. After attending lectures and reading the assigned chapters, the student is expected to:

EXAM 1:

1. Describe the concept of motive.
2. Indicate the roles of arousal in directing human behaviour.
3. Compare the role of hormonal and environmental factors in animal and human sexual behaviour.
4. Describe the psychological effects of lack of rest and prolonged lack of sleep.
5. Cite evidence to support the view that sensory constancy is an aversive condition which humans are motivated to change or overcome.
6. Explain the concept of homeostasis in terms of physiological and psychological states.
7. Describe the multiple basis of motivation, that is, a variety of internal and external factors that may contribute in complex ways to influence any instance of motivated behaviour.
8. Define and illustrate the levels of Maslow's motivational hierarchy.

9. Compare the evidence for viewing aggression as an inborn and as an acquired motivation and indicate some ways in which aggressive behaviour can be decreased.

10. Cite methods of measurement and basic findings regarding achievement motivation in different cultures and in the two sexes.

11. Define the concept of acquired motivation and indicate how it is related to the need for affiliation.

12. Describe the components involved in an emotional reaction.

13. Describe the role of the autonomic nervous system in emotional reactions.

14. Explain the experimental evidence which has given rise to the cognitive and physiological theory of emotions.

15. Differentiate between emotional behaviour, emotional communication and emotional development.

EXAM 2:

1. Define the concept of personality, emphasizing uniqueness and characteristic ways of behaving.

2. Describe how different theories of personality stress different psychological processes, give different emphasis to past and present events, and involve different methods of data collection.

3. Explain the three intrapsychic forces of psychoanalytic theory and illustrate their interrelationships.

4. Describe the use of the personality inventory as a method of personality assessment, indicating assets and limitations.

5. Discuss and illustrate the rationale on which projective tests of personality assessment are based.

6. Define adjustment and indicate how it is a continuous process which exists on a continuum.

7. Identify three types of conflict situations and indicate the expected resolution in each case.

8. Describe how apparent laziness may not involve lack of motivation but instead may be a reaction to stress.

9. Describe and evaluate the use of the adjustment mechanisms.

10. Indicate the basic limitations in our current system of labeling psychiatric disorders.

11. Contrast schizophrenic disorders and affective psychotic disorders and identify the various subtypes for both. How do they differ from the personality disorders.

12. Describe the basic approaches to therapy.

13. Demonstrate by example, the chief problems in evaluating the effectiveness of therapy.

EXAM 3:

1. Define the concept of maturation and cite evidence indicating that some degree of environmental stimulation is necessary for maturational responses to appear.

2. Explain how forming the concept of object permanence marks the end of the sensory-motor period of cognitive development.

3. Define and illustrate what is meant by the concrete operation stage of cognitive development.

4. Discuss the implications of reaching the formal operation stage of cognitive development.

5. Describe the factors involved in the measurement of individual differences.

6. Describe the contributions of Binet and Terman to the development of intelligence testing.

7. Describe the WAIS and WISC-R as measures of intelligence.

8. Describe what is meant by: Spearman's g and s factors, Guilford's structure of intellect model, and nonintellectual factors in intelligence.

9. Explain the value of studies of identical twins in the heredity-environment controversy over the origins of intelligence.

EXAM 4:

1. Define the concept of attitude and illustrate how the different dimensions of the definition are related to the various ways of learning attitudes.

2. Define attitudes, opinions, beliefs and interests and indicate how they are related.

3. Describe the chief factors which are influential in interpersonal attraction.

4. Apply the basic model of communication in an everyday situation.

5. Evaluate the use of stereotypes in interpersonal relations.

6. Cite the chief limitations in modern experiments on the influence of mass media.

7. Describe the various types of groups and the factors that govern their effectiveness.

8. Describe two basic types of leadership styles.

APPENDIX B

GRADING AND EVALUATION OF STUDENT PERFORMANCE

November 12, 1982

POLICY:

The evaluation of a student's performance should occur in order to:

(a) Provide the student with information about his or her performance in relation to goals and objectives of the course in order to help him improve his or her mastery of course material, and -

(b) Provide the student with interim assessments* and final grades indicating the extent to which the student has met the goals and objectives of the course.

(* - for purposes of evaluation, the interim assessment is defined as a grade assigned by the instructor after reviewing the accumulated grades received at the time of the evaluation.)

Faculty are encouraged to provide frequent evaluations for student feedback.

5. A student who is enrolled in the General Nursing Program must complete the program requirements within 5 years of the date of initial enrollment.

A student who is enrolled in the Access Nursing Program must complete the program requirements within 3 1/2 years of the date of initial enrollment.

The college reserves the right to refuse readmittance to any student based on its' ability to deliver the appropriate instructional experiences.

OFFICE ADMINISTRATION DEPARTMENT READMISSIONS:

1. A student who withdraws from a program and/or course and applies for readmission, will be placed on the bottom of the waiting list for that program/course.
2. A student who withdraws twice from the same program/course and applies for readmission to that program/course, must have the appropriate Dean's permission for readmission to the college.

The evaluation of the student should be based upon the use of relevant selections from the following list of criteria:

(a) Regular in-class tests

(b) Mid-term test or exam

(c) Final test or exam

(d) Lab exercises

(e) Lab exams

(f) Homework or problem sets

(g) Term paper or projects

(h) Essays

(i) Field work or field exercises

(j) Class presentation

(k) Class participation

(l) General assessment: ability to communicate and work effectively in the selected discipline.

The above list is not meant to be all-inclusive. Alternate criteria may be approved by the appropriate Dean.

1. (a) Evaluations for grades shall be conducted on a regular basis and not less frequently than a total of three (3) times (including a final exam) per semester throughout the duration of a course/program.

Faculty are encouraged to provide additional, frequent evaluations for student feedback.

(b) A minimum of 20% of the student's final grade will be decided and be made available prior to the end of the 6th week of the semester.

(c) In cases of courses of eight (8) weeks duration or longer, final exams will be set and scheduled. Exemptions from this policy will require the prior approval of the appropriate Director.

Final exams will have a weighting of between 20-40% of the final grade. Exemptions from this policy will require the recommendation of the Director and approval, in writing, of the appropriate Dean.

Final examinations are to be held during the final week of a course or semester as scheduled by the Registrar. In cases where courses are exempted from final exams, regular classes will continue throughout the examination week.

(d) The college will make every effort to avoid scheduling a student in writing more than two (2) final examinations in one day.

Beginning in the Spring of 1983, the examination week may be expanded to include Monday through Saturday.

Faculty who use percentages in evaluation of students shall establish common percentage ranges within the program/discipline in which they teach, for the letter grade conversion.

Any significant deviation from this policy or these procedures shall be made in consultation with the Divisional Director.

Except as noted, it is the responsibility of the instructor of the course to ensure that these procedures are carried out.

POLICY:

During the first week of classes in each course, the student must be advised of the details of course content and the method of evaluation. Students should be made aware of the college letter grading system and withdrawal policies. The exact format and detail of this information may vary across the division but must include the information listed below. Additionally, students should be made aware of the college's statement on plagiarism.

PROCEDURES:

The instructor must provide each student with written course information and a course outline, including at least the following information: -

1. The name and number of the course.
2. Transfer or certification information, where applicable.
3. Instructor's name and office location.
   Office hours, if not included in the written course information, should be finalized by the end of the first week of classes and: -
   (a) verbally indicated to the students,
   (b) submitted to the Divisional Director in writing, and
   (c) posted on the instructor's office door.
4. The names of any textbooks required for the course and suggestions for supplementary reading.
5. The list of criteria to be used for student grading, the weight for each criterion to be used in computing the final mark, and a policy on late and/or missed assignments. It is not necessary to provide weighting factors for individual components of a given criterion. It is recognized that some deviation from the planned schedule of evaluation may be necessary, provided that there isadequate prior advice to the students.

WRITING COURSE OR PROGRAM OUTLINES

6. Schedule of topics or individual lectures with an indication of the test coverage. Some deviation from this schedule may be necessary, provided that there is adequate prior advice to the students.

7. Course Record Keeping:

A record of all interim and final grades will be kept by the instructor and submitted to the appropriate Director at the end of the course.

8. CNC Grading System:

The College calendar states that the following grading system is used by the College of New Caledonia.

A	Outstanding achievement
B+	
B	Good Achievement
C+	
C	Satisfactory achievement
P	Pass
F	Fail. No credit granted.
I	Incomplete. Grade and credit withheld until all requirements of the course have been met. Will require completion of all required work within 4 weeks of the last day of classes or an "F" grade will be assigned.
S	Satisfactory achievement in courses where letter grades are not assigned.

W A "W" grade will be assigned to those students completing the Withdrawal procedure outlined, and within the time limits specified in the College Calendar.

Although there is no magical formula explaining how to convert percentages to letter grades, I would suggest that you consider the following list which is based on the equal division of the points between 50 and 100 as applied to the Bell curve.

Grading Procedure	
A	88 - 100
B+	81 - 87
B	74 - 80
C+	67 - 73
C	60 - 66
P	50 - 59

M-1

WRITING COURSE OUTLINES

PREPARED BY: DUANE RUBADEAU

DATE: MARCH 1983

INTRODUCTION

The material in this instructional module was prepared to assist you in acquiring the skill identified on the cover page.

We believe that the acquiring of this skill is primarily the responsibility of the individual learner. The assistance and guidance to help you reach your objective will be available. However, the module is designed to allow you to progress at your own rate, assuming that you are keeping the objective of finishing the module within a reasonable amount of time in mind.

You have the flexibility to ask your fellow learners for their assistance in solving your problems. In the same manner, you are expected to assist other learners when they are in a similar situation. If you want to remove materials from The Centre, please inform either the Director, Coordinator or Secretary.

Please feel free to consult with the Director or Coordinator of The Centre if the purpose and organization of the instructional module is not clear.

Should you have suggestions for improving the contents of this module, or if you come across other materials which may be especially helpful in learning this skill, please let the Director or Coordinator of The Centre know. In this way you can help other learners who use this module.

RATIONALE

M - 1

WRITING COURSE OUTLINES

Every instructor, whether teaching a mini-course or a year long course should have a course outline to distribute to the students. The major purpose of a clear-cut, well-defined, meaningful outline is to let the students know where you are going and where you want them to be as a result of your instruction.

A really serious problem for the instructor who merely tosses an outline together without any planning or direction, is the feelings that are aroused in the student. Probably the first student reaction to a poor outline is to feel rather insecure. Out of the feelings of insecurity will evolve initially, anxiety, followed by hostility, then on into an attitude of apathy or "who gives a damn." This can become a vicious cycle, perpetrated by no one but the instructor.

The goal of this module is to provide you with the basic knowledge of what to include in a course or program and how to organize that material in a meaningful way.

ELABORATIONS

M - 1

WRITING COURSE OUTLINES

Upon development of this skill, you will be expected to:

1. Organize and prepare meaningful, short and concise course or program outlines.

LEARNING ACTIVITIES

M - 1

WRITING COURSE OUTLINES

The following learning activities have been identified to assist you in the development of the skill involved in this module.

These are only suggested activities and you may want to consult with the Director or Coordinator if you would like to undertake a modified or an alternate set of learning activities:

1. Read the booklet - Writing Course Outlines by Rubadeau & Garrett.
2. After a review of the suggested resources, complete the following:
   a. Define the following terms:
      1. Course Description
      2. Instructional Procedures
      3. Student Evaluation
      4. Content Outline
      5. Objectives
   b. List the basic components of a good course outline.
3. Prepare a course or program outline for each of the courses or programs you teach.

PERFORMANCE ASSESSMENT

M - 1

WRITING COURSE OUTLINES

The performance assessment may be utilized as a pre-test to assess your entry level, as well as a post-test to measure performance after practicing the skill.

The following criteria will be used to evaluate your performance.

1. Describe the characteristics of course outlines utilizing terminology associated with course outlines. Include any general characteristics peculiar to your course as suggested by your program director or coordinator.
2. Produced an outline for a course or program, which included the basic components of a good outline.

P

RESOURCES

The selective use of charts, diagrams, pictures, books, films, videotapes and so forth, will provide background information of each skill.

The following is a listing of references and resources you may want to check on:

Resource People

Centre for Improved Teaching Personnel

Your Program Director

Printed Material

McKeachie, W.J., Teaching Tips, 7th ed. Lexington, MA: D.C. Heath and Company, 1978. Pages 7, 12, 18-19.

Rubadeau, D. & Garrett, W., Writing Course Outlines. Prince George, B.C. Centre for Improved Teaching, 1983.

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